Canada School of Public Service

2006 – 2007 Estimates

Report on Plans and Priorities

The Honourable John Baird
President of the Treasury Board

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SECTION I – OVERVIEW

Minister's Message

I am pleased to present the Report on Plans and Priorities for the Canada School of Public Service. This report covers key plans, priorities and expected results for the period 2006-07 / 2008-09.

This government has committed to a clear set of priorities and will work to rebuild the trust of Canadians in their government. Those priorities include ensuring a federal government and federal Public Service that is effective and accountable. A highly skilled, well trained and professional workforce is critical to achieving this priority. With the creation of the Canada School of Public Service in 2004, it was given a clear purpose of developing a more integrated approach to learning, training and development in the Public Service.

The School, through its role in supporting the common learning, training and development needs of public servants, is the ideal vehicle to instill a shared sense of values among all public servants, to promote an understanding of modern public sector administration and management, and to support the professional development of Public Service employees. Bilingualism and a commitment to official languages is a significant component of the professional development of public servants and is therefore an integral part of the School's mandate.

During the planning period, the Treasury Board portfolio will pursue a clear agenda that seeks to strengthen accountability in government and the Public Service. Learning will be a key focus in achieving the objectives of that agenda, and the School has a fundamental role to play in this regard. It will be called upon to ensure that public servants have the common knowledge, and leadership and management competencies required to effectively serve Canadians.

The Honourable John Baird
President of the Treasury Board

Management Representation Statement

I submit for tabling in Parliament, the 2006-2007 Report on Plans and Priorities (RPP) for the Canada School of Public Service.

This document has been prepared based on the reporting principles contained in the Guide for the Preparation of Part III of the 2006-07 Estimates: Reports on Plans and Priorities and Departmental Performance Reports:

- It adheres to the specific reporting requirements outlined in the Treasury Board Secretariat guidance;
- The School's future plans and priorities are based on the 2007-2008 approved Program Activity Architecture (PAA); however, for comparison purposes the School presents its financial information based on the 2006-2007 approved PAA.
- It presents consistent, comprehensive, balanced and accurate information;
- It provides a basis of accountability for the results achieved with the resources and authorities entrusted to it; and
- It reports finances based on approved planned spending numbers from the Treasury Board Secretariat in the RPP.

Name: Ruth Dantzer
Title: President and Chief Executive Officer
Canada School of Public Service

A Modified Program Activity Architecture (PAA)

When the Treasury Board Policy on Learning, Training and Development came into effect on April 1, 2006 the School had a comprehensive learning strategy ready to support it.

Under the Policy, three interconnected types of learning will contribute to the transformation of the Public Service. Each of these elements is an integral part of a continuous, reinforcing cycle of innovation and improvement across the Public Service:

- **Individual capacity** – public servants able to perform in their current job, take on the challenges of the next job in a dynamic, bilingual environment;
- **Leadership**– Public Service has strong leaders delivering results for Canadians; and
- **Innovation in public management** –Public Service organizations innovate to achieve excellence in delivering results for Canadians.

A Shift in Focus for the Canada School of Public Service

The changes and the implications for the School, for learners and federal departments and agencies are substantial. With respect to its business model, for example, the School is moving

- From a market model of selling courses that individuals demand, to designing and delivering courses that serve the business needs of government;
- From competing with other suppliers, to providing a clearinghouse of high-quality learning solutions from many sources, accrediting courses, evaluating learning products and reporting learner feedback; and
- From a fragmented and uncoordinated approach to learning, to a comprehensive, blended system of learning that draws from the best practices of many sources to help government manage change and deliver results.

To reflect these changes the School has submitted to Treasury Board a modified PAA that will accurately reflect the program activities associated with the School's role in: supporting the government in delivering individual learning aligned to Public Service management priorities; in developing strong leaders; and in accelerating the knowledge transfer of best practices in public sector management for the Public Service to deliver the best results for Canadians.

In its PAA, the School has modified its existing Strategic Outcome ("Public servants have the common learning required to effectively serve Canada and Canadians") to the following:

"Public servants have the common *knowledge, and leadership and management competencies* required to effectively serve Canada and Canadians". To support this modified Strategic Outcome, the School has identified three new Program Activities:

1. Public servants able to perform in their current job, take on the challenges of the next job in a dynamic, bilingual environment;
2. Public Service has strong leaders delivering results for Canadians; and

3. Public Service organizations innovate to achieve excellence in delivering results for Canadians.

The revised PAA structure will contribute to more accurate reporting on the School's activities by providing the framework by which planned resource allocations are linked to activities at all levels and against which results and outcomes at all levels will be reported. A performance measurement strategy with appropriate performance indicators is currently being developed for each program area to reflect the modified PAA.

Program Activity Architecture (PAA) Crosswalk of Planned Spending 2006-07

	New Program Activities				
Old Program Activities:	Public servants able to perform in their current job, take on the challenges of the next job in a dynamic, bilingual environment	Public Service has strong leaders delivering results for Canadians	Public Service organizations innovate to achieve excellence in delivering results for Canadians	Corporate Level Services: Effective decision-making is supported through integrated advice and information strategies and the provision of high quality corporate services*	***Total***
2006-07 ***($thousands)***					
Develop, manage and disseminate knowledge products	5,718	1,299	4,529	1,330	**12,875**
Manage the provisions of learning services	59,030	9,465	6,380	3,056	**77,932**
Corporate Services				18,317	**18,317**
Total	**64,748**	**10,764**	**10,909**	**22,703**	**109,124**

Note: Represents Planned Spending from Table 1

** The difference of $4.4 million between Corporate Services in the old and new PAAs is explained by the fact that the New Program Activity for Corporate Level Services includes the new registration system of the School.*

Summary Information

Raison d'être

Learning is essential to equipping the Public Service to meet the challenges of the 21st century. The acquisition of knowledge and skills, and the development of managerial and leadership competencies are the foundations of an effective and accountable government. The Canada School of Public Service provides one-stop access to the learning, training, leadership development and professional development public servants need to effectively serve Canadians.

By ensuring public servants have the foundational knowledge to perform in their job, have access to leadership development programs, and have awareness of innovative management practices and techniques to deliver results for Canadians, the School achieves its legislative mandate to

- Encourage pride and excellence in the Public Service;
- Foster a common sense of purpose, values and traditions in the Public Service;
- Support the growth and development of public servants;
- Help ensure that public servants have the knowledge, skills and competencies they need to do their jobs effectively;
- Assist deputy heads in meeting the learning needs of their organization; and
- Pursue excellence in public management and administration.

Financial Resources ($thousands)

2006-2007	2007-2008	2008-2009
$109,124	$94,346	$92,336

Human Resources (FTEs)

2006-2007	2007-2008	2008-2009
930	940	940

Departmental Priorities by Strategic Outcome

Strategic Outcome: Public servants have the common knowledge and leadership and management competencies required to effectively serve Canada and Canadians					
			Planned Spending ($thousands)		
Departmental Priorities	**Type**	**Program activities**	**2006-2007**	**2007-2008**	**2008-2009**
Strengthen capacity of public servants to meet the Employer's knowledge standards: • Required Training	New	Public servants able to perform in their current job, take on the challenges of the next job in a dynamic, bilingual environment	$28,887	$28,523	$27,659
Public Sector management and professional foundations are built and sustained through targeted learning: • Develop a Functional Communities Strategy	New	Public servants able to perform in their current job, take on the challenges of the next job in a dynamic, bilingual environment	$16,443	$15,702	$13,609
Facilitate Official Languages capacity: • Promote a new model for Language Training	New	Public servants able to perform in their current job, take on the challenges of the next job in a dynamic, bilingual environment	$33,775	$18,936	$18,779
Systemic development of high potential public servants: • Develop accelerated leadership development programs	Ongoing	Public Service has strong leaders delivering results for Canadians	$5,436	$5,229	$5,225
Enhance capacity of organizations: • Departmental client relations	New	Public Service innovates to achieve excellence in delivering results for Canadians	$5,849	$6,858	$8,048

Strategic Outcome: Public servants have the common knowledge and leadership and management competencies required to effectively serve Canada and Canadians					
			Planned Spending ($thousands)		
Departmental Priorities	**Type**	**Program activities**	**2006-2007**	**2007-2008**	**2008-2009**
Knowledge on innovative management practices and emerging issues is transferred: • Identify and transfer innovative practices	Ongoing	Public Service innovates to achieve excellence in delivering results for Canadians	$9,261	$9,650	$9,609

School Plans and Priorities

Environment

The Government of Canada is committed to a 21st century Public Service that grows human capital, nurtures innovation and manages knowledge as a strategic asset in order to best serve all Canadians. Specifically, this government has established as a clear priority ensuring a federal government and federal Public Service that is effective and accountable. Furthermore, the Public Service has signalled a focus on its renewal and has identified key areas that can support it: clarity around roles, responsibilities and accountabilities; teamwork; the quest for excellence; leadership; and, the capacity to think and plan for Canada's future.

The Canada School of Public Service (the School) was created on April 1st 2004 by bringing together three institutions each with an established history and contribution to Public Service learning: the Canadian Centre for Management Development (1991), Training and Development Canada (1990) and Language Training Canada (1964). Since that time, the School has successfully managed important organizational challenges and, with its portfolio partners, implemented integrated, forward-looking measures to serve common learning needs within the Public Service of Canada. The School now has a learning strategy in place that will be an important tool for achieving the government's objective of an effective and accountable government and Public Service, as well as supporting the Public Service's priority for renewal. This strategy is in line with federal responsibilies, and focuses on results and value for money.

Public Service Learning Expectations

As noted, on January 1st 2006, the Treasury Board Policy on Learning, Training and Development came into effect. The Policy highlights the value of learning and the importance of creating a learning culture within the Public Service. More specifically, it establishes employee, organization and employer learning responsibilities and outlines the employer's specific training requirements. The School's identified program priorities are geared to help deliver on the Policy's expected results.

Through required training (orientation, authority delegation training and assessment, and functional community programs), and the promotion of a new model for language training, the School ensures that

- New employees will share a common understanding of their role as public servants;
- Managers at all levels will have the necessary knowledge to effectively exercise their delegated authorities;
- Specialists in finance, human resources, internal audit, procurement, materiel management, real property, and information management will meet professional standards established by the employer; and
- Employees at all levels will acquire and maintain the knowledge, skills and competencies related to their level and functions.

In addition, the School will develop accelerated leadership development programs

- To help meet current and future human resources needs; and
- To ensure Senior Public Service leaders will align learning with the management improvement objectives of government and departmental business priorities.

Through its focus on identifying and transferring innovative management practices, and the development of an effective Departmental Client Relations function to support departments in addressing organizational learning needs, the School can access and transfer innovation within the Public Service and so will

- Seek applications of leading-edge practices in public management and support their application within departments and agencies to encourage innovation and continuous improvements in performance.

Planning Period Priorities 2006-07/2008-09

The School partners with federal departments and agencies in the development and provision of learning opportunities, and leads in the broader commitment by the Government of Canada to ensure an effective and accountable federal government and Public Service excellence. Since the creation of the School, steady progress has been made to position the organization for the future and to implement the essential infrastructure that supports the government's learning objectives for public servants.

The School's plan is to continue to move forward with this comprehensive approach to learning, training and development. Operationally, the School's program priorities for the three-year planning period beginning in 2006-07 are to deliver and develop individual and organizational learning products that meet the Employer's mandated learning needs for the Public Service.

Program Priorities

Strategic Outcome: Public servants have the common knowledge and leadership and management competencies required to effectively serve Canada and Canadians	
Program Activity: Public servants able to perform in their current job, take on the challenge of their next job in a dynamic, bilingual environment	
Priority	**Description**
Delivery of Required Training:	
- Orientation program	• Delivery of orientation program, based on pilot results in 2006-07; achieve steady state in 2008-09
- Authority Delegation Training	• Implement system of authority delegation assessment and deliver Authority Delegation Training to new appointees, including a focus on demand-driven regional delivery across the country in 2006-07; achieve steady state in 2008-09
Priority	**Description**
Functional communities are identified and strengthened through specialized learning	• Develop School policy to support business development with functional communities • Develop integrated curriculum for the first four functional communities identified (HR, IM/IT, Finance and PMMRP) • Develop learning framework for additional functional communities • In collaboration with functional communities, complete a strategy that will secure the completion of all curriculum by 2009-10
Priority	**Description**
Promote new model for Language Training:	• Promote a new model for language training that shifts the School from direct service provider to developing policies, procedures, standards, evaluation / Quality Assurance criteria, reporting mechanisms, Master Standing Offers and blended learning approaches that serve to support public servants in maintaining language levels, and building a culture of bilingualism; achieve steady state by the end of 2008-09
Program Activity: Public Service has strong leaders delivering results for Canadians	
Priority	**Description**
Accelerated Leadership Development Programs	• Deliver elements of Advanced Leadership Development program beginning in 2006-07 which targets high-performing senior leaders to increase their capacity to lead federal organizations in meeting the challenges of the future; achieve steady state in 2008-09 • Research and implement improved leadership assessment and measurement models and tools to better target leadership development requirements

Program Activity: Public Service organizations innovate to achieve excellence in delivering results for Canadians	
Priority	**Description**
Departmental client relations	• Provide senior leaders and their management teams with ongoing tailored advice and support to identify and implement organizational learning strategies that address critical department/agency needs • Support senior leaders in developing learning and knowledge transfer strategies that enable them to retain corporate memory
Identify and transfer innovative management practices.	• Identify innovative management practices and emerging issues in public management, and use these to inform priorities for programming at the School • Transfer knowledge about innovative practices and emerging issues to public service organizations and individual public servants through departmental learning strategies and the full range of the School's offerings

Consistent with Modern Comptrollership, our management priorities for the three-year planning period beginning in 2006-07 include establishing the management, administrative and systems infrastructure that enable the School's operational activities.

Management Priorities

Program Activity: Corporate-level services - Effective decision-making is supported through integrated advice and information strategies and the provision of high-quality corporate services	
Priority	**Description**
Registration & learner reporting	• Complete detailed planning, including the Preliminary Project Approval and Effective Project Approval in 2006-07; acquire a system in 2007-08; and implement in 2008-09
Learner evaluation and quality assurance	• Develop and implement new evaluation instruments, policies, standards, and procedures
Effective policy & planning advice/analysis support corporate decision making process:	• Strengthen the School's strategic planning and reporting processes • Build policy development and communications capacity
Information Management/Information Technology	• In 2006-07 complete major infrastructure upgrades: implement IT-SSO; select and install tools and provide staff training to support the Information Management Strategy; and, support the planning & development of the Integrated Learner Management System • In 2007-08 develop Information Technology Strategy, management framework and processes to support the School's business planning, and research and leverage technologies in support of the delivery of blended learning initiatives

	• In 2008/2009 implement Information Technology Strategy framework, support the implementation of the Integrated Learner Management System; continue support in the evolution of Shared Services Organization migration initiatives
Renew Human Resources Management within the School to Better Support the School's Business Objectives:	• In 2006-07 develop corporate staffing plans for critical talent and corporate wide career streams including official languages and diversity considerations • In 2007-08 initiate a targeted staffing process to recruit a representative workforce including employment equity workforce analysis, design of processes, establishment of representation targets and ongoing consultation

SECTION II – ANALYSIS OF PROGRAM ACTIVITIES BY STRATEGIC OUTCOME

Analysis by Program Activity

The School's priorities for the planning period and its contributions to the achievement of the Strategic Outcome are highlighted in this section. Our support of learning objectives for the Public Service also contributes to the broader achievement of the objectives outlined in Canada's Performance Report [http://www.tbs-sct.gc.ca/report/govrev/05/cp-rc_e.asp].

The PAA[1] has one Strategic Outcome: *Public servants have the common knowledge, and leadership and management competencies required to effectively serve Canada and Canadians.* This Strategic Outcome is supported by Corporate Level Services that ensure effective decision-making is supported through integrated advice and information strategies and the provision of high quality corporate services[2].

The following three program activities contribute to achieving the School's Strategic Outcome:

1. Public servants able to perform in their current job, take on the challenges of the next job in a dynamic, bilingual environment;
2. Public Service has strong leaders delivering results for Canadians; and
3. Public Service organizations innovate to achieve excellence in delivering results for Canadians.

Program Activity: Public servants able to perform in their current job, take on the challenges of the next job in a dynamic, bilingual environment

Financial Resources ($thousands):

2006-2007	2007-2008	2008-2009
$79,105	$63,161	$60,047

Human Resources (FTEs):

2006-2007	2007-2008	2008-2009
701	648	630

Providing public servants with learning activities aligned with public service management priorities, contributing to a professional and effective Public Service. This Program Activity is supported by three key sub-activities:

- Strengthen capacity of public servants to meet the employer's knowledge standards;

[1] See Section V, Appendix 1: Program Activity Architecture
[2] See Section IV for details regarding corporate services priorities

- Public Sector management and professional foundations are built and sustained through targeted learning; and

- Facilitate official languages capacity.

Each sub-activity is detailed below.

Key Program Sub-Activity: Strengthen capacity of public servants to meet the employer's knowledge standards

Building individual capacity based on consistent standards for learning and performance across the Public Service.

Financial Resources ($thousands):

2006-2007	2007-2008	2008-2009
$28,887	$28,523	$27,659

Orientation to the Public Service Program

The outcome of the Orientation to the Public Service program is to foster a sense of Public Service identity by introducing new employees to a common culture based on a core set of values and ethics, an inclusive workplace and an organizational structure. All new entrants to the Public Service, including senior level entrants from outside the Public Service, will receive a two-day basic orientation.[3]

Design, pilots and initial orientation sessions were delivered in 2005-06. Based on these pilots, initial offerings of Orientation to the Public Service are planned to reach all new federal employees. Steady state will be achieved in 2007-08.

REQUIRED TRAINING

Authority Delegation Training

The outcome of Authority Delegation Training is the acquisition of the fundamental knowledge and skills to meet legal requirements, exercise authority delegation competently and, understand corporate policies and priorities. A systematic learning program will provide all managers with the mandatory training necessary to execute their delegated authorities for finance, human resources, information management and contracting in compliance with the relevant legislation. The intent is to provide managers at all levels with a clear and valid understanding of roles and responsibilities associated with their management level, as well as the basic delegated authorities.

Initial delegation training sessions were designed, piloted and evaluated in 2005-06. Authority Delegation Training, administered by the School, will be implemented in 2006-07. Steady state

[3] As stipulated in the Policy on Learning, Training and development, the Orientation to the Public Service program is currently provided only to core Public Service organizations under Schedules I & IV of the FAA and is accessible to Schedule V employees on a cost recovery basis.

will be achieved in 2007-08 at which time it is anticipated that the School will deliver Authority Delegation Training to 5,000 participants each year. Throughout the planning period, the School will review and incorporate new and revised policies and programs to ensure training continues to reflect the knowledge standard of the employer.

Authority Delegation Assessment

As of April 1, 2006, online products on Campus*direct* were made available to public servants free of charge. This wide access to the School's e-learning tool makes it possible to utilize the Campus*direct* Learner Management System as the platform for hosting the new on-line Authority Delegation Assessment instrument.

All existing managers are to undertake an assessment to validate their knowledge of the employer's knowledge standards in areas of human resources, finance, procurement and information management by December 2006. Managers may also access practice tools and reference material on Campus*direct* to refresh their knowledge prior to taking the on-line assessment. Under the TB *Policy on Learning, Training and Development*, this validation is to be renewed at least once every five years. Design and refinement of the instrument will occur in 2006/07 and refinement, updating of the instrument will occur throughout the planning period.

Key Program Sub-Activity: Public sector management and professional foundations are built and sustained through targeted learning

Providing functional specialists with the acquisition and maintenance of knowledge, skills and competencies related to their level and functions

Financial Resources ($thousands):

2006-2007	2007-2008	2008-2009
$16,443	$15,702	$13,609

Functional communities are identified and strengthened through specialized learning

The outcome of professional training is to ensure public servants in specialized functions such as finance, human resources, information management, procurement, materiel management and real property (PMMRP) acquire the fundamental knowledge and skills needed to perform their job competently. This will support effective decision-making processes within the work environment in line with the implementation of the Management Accountability Framework. It is anticipated that the School will deliver the bulk of Professional Training initially, but that the role of other accredited partners will steadily increase as programs are established.

Professional foundations components, including a complete curriculum of seven learning courses, were piloted in 2005-06 for the IM community. The development of eight foundation courses was initiated for the PMMRP community during the same period.

DEVELOP A FUNCTIONAL COMMUNITIES STRATEGY

In 2006-07 the School will work with functional communities as key learning partners to

- Build the capacity of functional communities members to perform their current job, meet the challenge of the next one and lead change;
- Develop customized learning frameworks that respond to functional communities requirements;
- Design, develop and deliver blended learning products that support orientation, accountability, professionalism and leadership development within the Public Service; and
- Provide timely access to required learning products for the management cadre and for functional specialists.

In 2007-08, comprehensive training will ramp up to include an anticipated 10% of functional community managers and functional specialists annually. The achievement of steady state is anticipated in 2008-09 for the first two communities of IM and PMMRP.

Key Program Sub-Activity: Facilitate Official Languages capacity

Facilitating a coordinated approach to Official Languages capacity to ensure the Public Service maintains a bilingual capacity, recognizing that a second official language is acquired and maintained through lifelong learning.

Financial Resources ($thousands):

2006-2007	2007-2008	2008-2009
$33,775	$18,936	$18,779

A new model for language training

The outcome of this program is to effectively and efficiently provide for access to language training for public servants. Over the past year, an advisory group of Assistant Deputy Ministers (ADMs) conducted an extensive review of the current language training model in the Public Service. The School, working closely with the Privy Council Office, Treasury Board Secretariat and Public Service Human Resource Management Agency of Canada, has re-tooled Public Service language training based on the ADM advisory group's recommendations.

During the planning period, the School will transition to the new model, moving from a *provider* of language training to a *manager* of delivery through pre-qualified partners to become

PROMOTE A NEW MODEL FOR LANGUAGE TRAINING

- A national, fully integrated organization, with a strong presence in the regions;
- An organization that works in partnership with private language schools, provincial governments, community colleges and universities in order to complement each other's strengths;
- An organization with a strong leadership role in applied research, product development (blended learning), quality assurance, strategic advice and services to departments and agencies; and

- An organization that has migrated from a statutory training strategy to one of lifelong learning.

Major initiatives in 2006-07 include

- Development and implementation of policies, procedures, standards, evaluation / QA criteria and reporting mechanisms to guide the implementation of the new model for language training;
- Provide advice to Public Works and Government Services Canada (PWGSC) on standards to be included in Master Standing Offers in the National Capital Region to facilitate the provision of language training services by pre-qualified service providers;
- Implementation of new blended learning approaches and extension of the catalogue of language training e-learning products available online through Campus*direct*; and
- Preparation of a transition progress report by the end of 2006-07.

Transition activities will continue into the following fiscal year with the achievement of a steady state by the end of 2008-09.

Program Activity: Public service has strong leaders delivering results for Canadians

Financial Resources ($thousands):

2006-2007	2007-2008	2008-2009
$14,908	$14,678	$14,632

Human Resources (FTEs):

2006-2007	2007-2008	2008-2009
114	137	141

Renewing the Public Service by building strong leadership competencies for existing and emerging managers.

Three distinct sub-activities support this Program Activity:

- Learning opportunities are accessible to enable public servants to become better leaders;
- Systemic development of high potential public servants; and
- Developing leaders with stronger contextual knowledge.

Following below are details on each of these three sub-activities.

Key Program Sub-Activity: Learning opportunities are accessible to enable public servants to become better leaders

Ensuring that current and future leaders have the leadership competencies to deliver results and lead change

Financial Resources ($thousands):

2006-2007	2007-2008	2008-2009
$7,053	$6,785	$6,779

The development of leadership competencies for managers, executives and senior leaders

The outcome of this program area is to equip Public Service leaders with the competencies in coaching, leading people, leading change, as well as possessing a global perspective in order to be effective decision-makers, service providers, policy-makers and planners. The School will provide managers, executives and senior leaders with the tools and opportunities to develop, share and apply the knowledge, know-how and leadership qualities needed to be effective public sector leaders in a global context.

During the three year planning period, major priorities are to

- Deliver courses to enhance leaders' capacity to lead change and meet corporate goals, and deliver courses to enhance leaders' capacity to coach and lead people;
- Provide various learning programs to senior leaders (i.e. Deputy Ministers, Heads of Federal Agencies, senior new entrants) including introductory and orientation programs, events and seminars;
- Review and enhance existing courses to ensure they meet learners' needs and standards of excellence in leadership development;
- Develop a concept paper on global leadership, global issues and best practices in global leadership development strategies in 2006-07 to provide content and context for learning events; validate and contextualize paper to Canadian public sector and senior leaders' learning needs in 2007-08;
- Develop a two-year School strategy for global leadership development specifying learning activities and target audiences in 2007-08; projects in Phase I of the strategy are to be developed and implemented by March 2009;
- Manage the International Executive Leadership Development program; develop a promotional strategy for the International Executive Development program; continue delivery of Canada/Sweden and Canada/Ireland program in 2007-08; obtain two new clients for the International Executive Development program in 2008-09;

Key Program Sub-Activity: Systemic development of high potential public servants

Providing structured and comprehensive career development learning programs to high potential public servants that support succession planning at the corporate and government-wide level.

Financial Resources (Sthousands):

2006-2007	2007-2008	2008-2009
$5,436	$5,229	$5,225

The outcome of this program area is to ensure the Public Service's most senior leaders are equipped with the requisite skills and competencies to lead their organizations. Leadership development programs for managers provide a suite of foundational, strategy-specific and leading change courses. These offer a pluralistic approach to leadership development with a special focus on diversity and values and ethics to ensure that current and future leaders at the entry to first level executives have the leadership competencies to deliver results to Canadians and maintain a world-class Public Service.

During the planning period, major priorities related to the systemic development of high potential public servants will be to

- Deliver the educational components of the Management Trainee Program (MTP), Career Assignment Program (CAP) and Accelerated Executive Development Program (AEXDP);
- Deliver Direxion and Living Leadership: The Executive Excellence Program;
- Pursue the development of an Advanced Leadership Program in 2006-07 to develop Assistant Deputy Ministers and high-potential Directors General and prepare them to occupy top positions; refine and fully implement in subsequent years -2007-08 and 2008-09; and
- Implement Master Standing Offers to facilitate the provision of leadership development programs and services by accredited suppliers.

Key Program Sub-Activity: Developing leaders with stronger contextual knowledge

Providing organizations and their leaders with leading-edge knowledge on trends and issues of strategic importance to the Public Service, with smart practices in public management and innovative solutions to common management problems, and encouraging the adoption and application of this knowledge in the pursuit of excellence.

Financial Resources ($thousands):

2006-2007	2007-2008	2008-2009
$2,419	$2,664	$2,628

Individuals have a greater understanding of broader public service management and global context

The outcome of this program area is to provide senior leaders with access to knowledge of global issues that impact their leadership effectiveness and of innovations in global governance.

Activities during the planning period include

- Manage the School's partnership with the UK National School of Government and the U.S. Federal Executive Institute. Provide advice and guidance on learning, leadership and instructional design on an ongoing basis;
- In 2006-07, participate in the development of a program framework for Global Education Network (GEN), an international consortium of public sector learning institutes focused on global public sector leadership and innovations in global governance. GEN provides a global leadership development opportunity for senior Canadian public leaders;
- In 2007-08, lead the School's participation in CAPAM (Commonwealth Association for Public Administration and Management), including a presentation or workshop at the 2007 CAPAM conference; evaluate effectiveness of the partnerships with the UK and U.S.; and
- Develop an International Strategy for the School, including a partnership approach; implement in 2007-08, evaluate in 2008-09.

Program Activity: Public service organizations innovate to achieve excellence in delivering results for Canadians

Financial Resources ($thousands):

2006-2007	2007-2008	2008-2009
$15,110	$16,508	$17,657

Human Resources (FTEs):

2006-2007	2007-2008	2008-2009
115	155	169

Enhance the performance and effectiveness of the Public Service by documenting and transferring innovations and best practices in public management.

The above Program Activity is supported by two key sub-activities:

- Enhance capacity of organization; and
- Knowledge on innovative management practices and current issues is transferred.

These sub-activities are described below.

Key Program Sub-Activity: Enhance capacity of organizations

Providing a focal point for engaging organizations in aligning their learning agenda with departmental priorities in order to improve their performance.

Financial Resources ($thousands):

2006-2007	2007-2008	2008-2009
$5,849	$6,858	$8,048

Departmental client relations

The outcome of this program area is to achieve excellence in delivering results for Canadians by providing them with a single window into the School to assist them in:

- Identifying their organizations' learning needs; and
- Accessing the full range of the School's expertise and programming to meet those needs.

The School introduced the concept of the departmental client relations function and account executives as the single window into the School in 2005-06. Account executives are assigned a portfolio of departments and agency for which they are responsible to support. Their role is to engage senior leaders in every department and agencies and to coordinate the provision of in-depth advice and hands-on support using the full range of expertise in the School. The specific accountabilities of the School's account executives, working with the School's regional directors across the country, are to build relations with departments and agencies to

- Better understand their business and learning needs, and provide information on the full range of the School's services and programming;
- Assist departments and agencies to identify their learning gaps and needs;
- Connect departments and agencies with common learning needs to facilitate the sharing and development of learning solutions and sharing of best practices;
- Coordinate expertise and advice from program areas across the School as required, to provide integrated solutions to departments and agencies needs; and
- Support departments and agencies to meet the requirements of the Treasury Board Policy on Learning, Training and Development.

BUILD RELATIONSHIPS WITH DEPARTMENTS/AGENCIES, REGIONAL COUNCILS

The School's regional directors, working with the account executives, are accountable for building relationships with Regional Federal Councils and regional operations of departments and agencies to support the learning needs of federal regional operations and the effective regional delivery of the School's programming.

This is a new activity within the School, with staffing ramping up in 2006-07. By the end of 2006-07

- A relationship will have been established with all departments and agencies;
- All departments and agencies will have been supported in meeting the requirements of the Treasury Board Policy on Learning, Training and Development;
- Support for broader learning needs will be provided on a case-by-case basis, according to departmental needs and the capacity of the School to deliver; and

Effectiveness of organizations in strengthened

Working closely with the School's account executives, this program area provides senior leaders and executives with expert advice and support on using organizational learning and development to address business challenges and priorities, adopt *smart practices* and improve the performance of their departments and agencies. As well, advice and support will be provided to policy authorities in central agencies on using learning and development to help them effectively implement major government-wide modernization and policy initiatives.

- In 2006-07, the School will build on the successful practices, established through the support provided to departments during the implementation of the *Public Services Modernization Act* in 2005-06, to assist departments in meeting other transformation needs of the government. In addition, the School will provide support to senior leaders and executives in building the organizational learning capacity necessary to advance the government's agenda; and

- In 2007-08, the School will offer expanded service in these areas to targeted departments undergoing transformations and will reach steady state in 2008-09.

Key Program Sub-Activity: Knowledge on innovative management practices and current issues is transferred

The domestic and global environments are scanned, important trends and issues in public management are analyzed and awareness and understanding of them is built in the Public Service.

Financial Resources ($thousands):

2006-2007	2007-2008	2008-2009
$9,261	$9,650	$9,609

Ensuring greater understanding of emerging issues and supporting the adoption of innovative practices

The outcomes of this sub activity are to align the School's offerings with knowledge on state-of-the-art management practices and emerging issues informed by public sector management priorities. Various approaches will be used to gather and transfer this knowledge. Some will involve working with executive teams of selected organizations. Others will entail engaging public servants from a number of departments and agencies in the problem-definition, assessment and solutions implemented by their respective organizations, as well as in other organizations in Canada and abroad. The aim is to identify smart and innovative practices and to develop strategies for transferring that knowledge.

The key projects or activities are

- The identification of emerging issues and innovative management practices which in turn informs the School's priorities for programming;
- Transfer knowledge on emerging issues and innovative management practices; and
- Large-scale knowledge transfer activities are organized and executed.

Over the planning period major delivery priorities in support of these activities/projects include

- In 2006-07, the work on innovative management practices will mainly focus on accountability, leadership and human resources management. The School will also begin documenting factors that support or prevent the adoption of these innovations and practices by public servants;
- Develop and operationalize a scanning system involving public servants and national and international networks of academics, practitioners and partner organizations by late 2006-07 or early 2007-08;
- In 2006-07, incorporate knowledge on emerging issues and innovative management practices into armchair sessions, large-scale conferences and other seminars;
- In 2006-07, the School will design and launch a series of dialogue sessions for senior public servants to identify and openly discuss common challenges. The School will also reposition its university-related initiatives to support School and government priorities and to align with its focus on identifying and transferring knowledge on emerging issues and smart practices in public management.. For 2007-08 to 2008-09, these will become steady state activities;
- Develop customised products to ensure that knowledge on innovations and smart practices is integrated in the School's courses, advice to departments and other learning activities; and
- A new contribution program that better aligns external expertise with the priorities of the School and Public Service will be implemented in 2006-07

SECTION III – SUPPLEMENTARY INFORMATION

Organizational Information

The School is a departmental corporation whose legislative mandate flows from the *Canada School of Public Service Act* (the former *CCMD Act*, as amended by the *Public Service Modernization Act*).

Organization and Accountability

The School's Strategic Outcome - Public servants have the common knowledge, and leadership and management competencies required to effectively serve Canada and Canadians - is supported by three program activities:

- Public servants able to perform in their current job, take on the challenges of the next job in a dynamic, bilingual environment
- Public Service has strong leaders delivering results for Canadians; and
- Public Service innovates to achieve excellence in delivering results for Canadians.

The School's organizational structure is closely aligned with the Program Activity Architecture and includes

- Three major operational sectors – Individual Learning, Organizational Leadership & Innovation and the Registrar; and
- Four administrative focal points – Planning, Governance & Communications, Corporate Services, Human Resources and the Ombudsperson.

Figure 4 (*below*) highlights the elements of the organization.

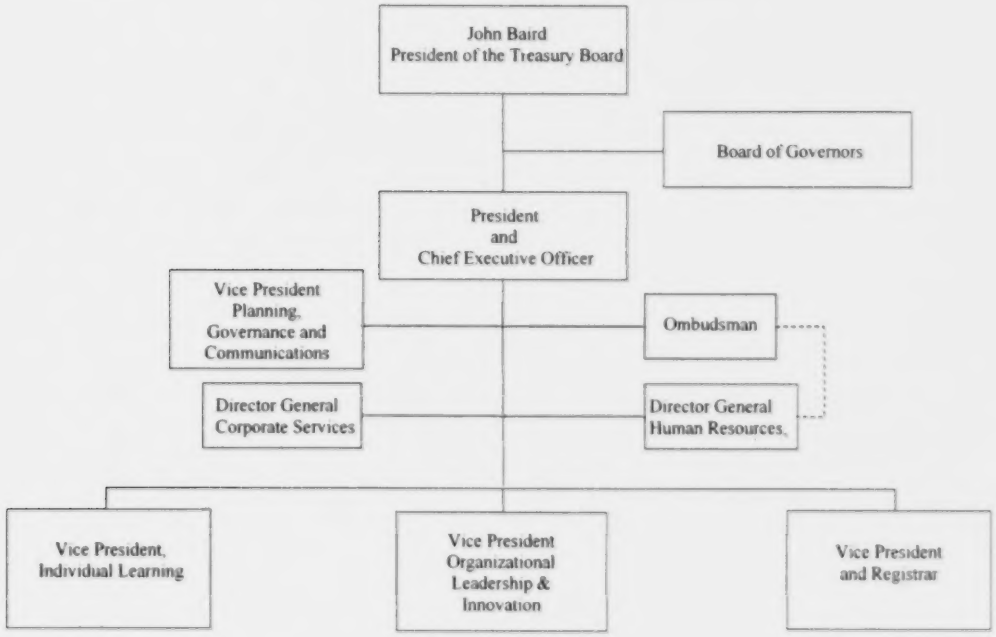


Figure 4

Responsibility

Individual Learning	▪ Functional Communities, (Design and Development, and Certification Programs) ▪ Leadership and career development for managers program ▪ Professional and Management Development ▪ Language Training ▪ Blended Learning
Organizational Leadership and Innovation	▪ Innovation in Public Management ▪ Leadership Development Programs and Design ▪ Senior Leaders Program ▪ Advanced Leadership Program ▪ Strategic Organizational Change, International ▪ Visiting and Academic Fellows
Registrar	▪ Registration ▪ Evaluation ▪ Departmental Client Relations ▪ Regional Operations
Planning, Governance & Communications	▪ Strategic Policy and Planning ▪ Market Analysis ▪ Corporate Communications and Promotion ▪ Governance ▪ Public Service Orientation ▪ Conferences and Special Events
Corporate Services	▪ Information Management and Technology ▪ Financial Management ▪ Administration
Human Resources	▪ Strategic HR Planning and Programs ▪ Labour – Management Relations ▪ HR Operations ▪ Ombudsman

Governance

The School has implemented a systematic governance model. It includes

- A **Board of Governors** that is established in legislation and is responsible for the conduct and management of the School; chaired by the Clerk of the Privy Council and Secretary to Cabinet, the Board of Governors meets at least twice during each fiscal year;

- The position of **President** which is also established in legislation; the President is the chief executive officer of the School and is responsible for supervision over and direction of the work and staff of the School;

- An **Executive Committee** which normally meets weekly to oversee the general direction and work of the School;

- A **Policy Committee** which focuses on the coordination and harmonization of policy issues within the School – including policy issues that are associated with the range and effectiveness of the School's programming;

- An **Internal Audit and Evaluation Committee** to oversee the application of the School's Internal Audit and Evaluation policies. The Committee is responsible for establishing the annual internal audit and evaluation plans, overseeing all internal audit and evaluation work within the School and providing advice and recommendations to Executive Committee on the results of audits and evaluations and the appropriate follow-up action;

- A **Management Committee** to assist with the operations of the School. The Committee meets periodically to inform managers of the Board's decisions on strategic directions and priorities and to provide a forum for the discussion of progress in implementing priorities; and

- A **Human Resources Committee** responsible for the review of proposed staffing strategies and, in accordance with School policies, recommend for approval by the President various HR requests. The Committee advises the Executive Committee on emerging issues and trends with respect to human resources strategies within the School.

Operational Flexibilities

The School's most significant flexibilities, as a departmental corporation, are

- Revenue Respending Authority – 18(2)

  Subject to any condition imposed by the Treasury Board, the revenue from fees received by the School in a fiscal year through the conduct of its operations may be spent by the School for its purposes in that, or the next, fiscal year;

- Staffing Authority – 15(2)

  Despite subsection (1), the President may, on behalf of the School, appoint and employ teaching and research staff and may, with the approval of the Treasury Board, establish the terms and conditions of their employment, including their remuneration; and

- Intellectual Property Management Authority – 18(1)

  The Board may, with the approval of the Treasury Board, prescribe the fees or the manner of determining the fees – (b) to be charged by the School when selling, licensing the use of or otherwise making available any copyright, trade-mark or other similar property right held, controlled or administered by the School.

For additional information see [http://www.myschool-monecole.gc.ca/about/gov_struc_e.html].

Table 1: Departmental Planned Spending and Full Time Equivalents

($thousands)	Forecast Spending 2005-2006	**Planned Spending 2006-2007**	Planned Spending 2007-2008	Planned Spending 2008-2009
Develop, Manage, Disseminate Knowledge Products	6,647	**16,949**	16,399	16,099
Manage the Provision of Learning Services	46,813	**94,236**	79,570	77,292
Total Budgetary Main Estimates	**53,460**	**111,185**	**95,969**	**93,391**
Adjustments:				
Procurement Savings		**-410**	0	0
Governor General Special Warrants:				
Funding to support the implementation of required training and leadership development for employees, managers, and senior leaders of the Federal Public Service and to promote leading-edge public sector management practices across federal government through research and education	12,226			
Funding to modernize human resources management in the Federal Public Service (Public Service Modernization Act) (horizontal item)	10,047			
Compensation for salary adjustments (horizontal item)	3,020			
Operating budget carry forward (horizontal item)	2,604			
Funding to support employment equity projects to increase the representation in the Federal Public Service, of designated groups, in particular visible minorities, Aboriginal people and persons with disabilities (horizontal item)	402			
Less: Funds Available within the department **	-600			
Other:				
Revenue Adjustments ***	19,474	**0**	0	0
Employee Benefit Plan (EBP)	3,161			
Management Agenda (Budget 2006)		**-1,651**	-1,623	-1,055
Year End Lapse	-3,443			
Total Adjustments	46,891	**-2,061**	-1,623	-1,055
Total Planned Spending	**100,351**	**109,124**	**94,346**	**92,336**

Table 1continued on next page

Total Planned Spending	100,351	**109,124**	94,346	92,336
Less: Revenue Credited to the Consolidated Revenue Fund pursuant to Section 29.1 (1) of the Financial Administration Act ****	25,573	**20,000**	20,000	20,000
Less: Non-Respendable revenue *****	6,143			
Plus: Cost of services received without charge	12,024	**12,586**	11,858	10,503
Total Departmental Spending ****	**80,659**	**101,710**	**86,204**	**82,839**

Full-time Equivalents	844	**930**	940	940

Notes: Totals include contributions to employee benefit plans.

* Reflects the actuals of the Canada School of Public Service as stated in the 2005-06 Public Accounts.

** Funds available within the department are the reductions related to the Contribution to the Expenditure Review Exercise ($500K) and the Contribution to the Procurement Saving Exercise ($100K).

*** Revenue Adjustment for 2005-06 is the actuals as stated in the Public Accounts. For 2006-07 and beyond $20 million is included in Main Estimates.

**** This amount can be spent only upon earning the equivalent amount in revenue.

***** Due to a change in financial mechanisms beginning in 2006-07, the School will no longer receive non-respendable revenues. All revenues received will be respendable.

****** An amount of up to $14M for the Official Languages Action Plan (OLAP) is currently frozen in 2006-07 until approval by the Treasury Board.

Table 2: Resources by Program Activity

www.tbs-sct.gc.ca/est-pre/20062007/p308_e.asp

2006-2007					
	Budgetary ($thousands)				
Program Activity	Operating	Contributions and Other Transfer Payments	Total Main Estimates	Adjustments (planned spending not in Main Estimates)	Total Planned Spending
Develop, Manage, Disseminate Knowledge Products	16,649	300	16,949	-412	**16,537**
Manage the Provision of Learning Services	94,236		94,236	-1,649	**92,587**
Total	**110,885**	**300**	**111,185**	**-2,061**	**109,124**

Table 3: Voted and Statutory Items listed in Main Estimates ($thousands)

2006-2007			
Vote or Statutory Item	Truncated Vote or Statutory Wording	**Current Main Estimates**	Previous Main Estimates
25	Program expenditures *	**84,641**	48,670
S	Spending of Revenues pursuant to sub-section 18(2) of the Canada School of Public Service Act **	**20,000**	0
S	Contributions to employee benefit plans	**6,544**	4,790
	Total Department	**111,185**	**53,460**

* The growth of the program expenditures vote is mainly due to the government's investment towards the reduction of the waiting list for official languages training and an incremental increase in the funding for the Canada Learning Policy.

** Change in method of accounting for revenues. In past years the appropriation was increased through Supplementary Estimates based on forecasted revenues. Beginning in 2006-07, the appropriation is increased in Main Estimates.

Table 4: Services Received Without Charge

($thousands)	**2006-2007**
Accommodation provided by Public Works and Government Services Canada (PWGSC)	8,968
Contributions covering employers' share of employees' insurance premiums and expenditures paid by TBS	3,618
2006-2007 Services received without charge	**12,586**

Table 5: Summary of Capital Spending by Program Activity

($thousands)	Forecast Spending 2005-2006	**Planned Spending 2006-2007**	Planned Spending 2007-2008	Planned Spending 2008-2009
Develop, Manage, Disseminate Knowledge Products	385	**746**	562	529
Manage the Provision of Learning Services	2,555	**2,984**	2,249	2,114
Total	**2,940**	**3,730**	**2,811**	**2,643**

Table 7: Sources of Respendable and Non-Respendable Revenue

Respendable Revenue - pursuant to Section 29.1(1) of the Financial Administration Act

($thousands)	Forecast Revenue 2005-2006 *	**Planned Revenue 2006-2007**	Planned Revenue 2007-2008	Planned Revenue 2008-2009
Develop, Manage, Disseminate Knowledge Products	4,061	**1,592**	1,592	1,592
Manage the Provision of Learning Services	21,512	**18,408**	18,408	18,408
Total Respendable Revenue**	**25,573**	**20,000**	**20,000**	**20,000**

* Reflects the Actuals as stated in the Public Accounts.

** The revenue forecasted in 2006-07 and future years has been reduced to take into account the potential impact of the new Policy on Learning, Training and Development (Required Training) on cost recovery operations.

Non-Respendable Revenue

($thousands)	Forecast Revenue 2005-2006	**Planned Revenue 2006-2007**	Planned Revenue 2007-2008	Planned Revenue 2008-2009
Develop, Manage, Disseminate Knowledge Products	571	**0**	0	0
Manage the Provision of Learning Services	5,572	**0**	0	0
Total Non-Respendable Revenue * **	**6,143**	**0**	**0**	**0**
Total Respendable and Non-respendable Revenue	**31,716**	**20,000**	**20,000**	**20,000**

*** Due to a change in financial mechanisms beginning in 2006-07, the School will no longer receive non-respendable revenues. All revenues received will be respendable.

Table 9: Resource Requirement by Branch or Sector

2006-2007			
($thousands)	**Develop, Manage Disseminate Knowledge Products**	**Manage the Provision of Learning Services**	**Total Planned Spending**
President's Office	79	464	**543**
Corporate Services	2,016	11,809	**13,825**
Human Resources	376	2,200	**2,576**
Ombudsman	44	256	**300**
Planning, Governance & Communications	168	10,951	**11,119**
Individual Learning	3,995	44,598	**48,593**
Organizational Leadership & Innovation	9,323	8,278	**17,600**
Registrar	536	14,032	**14,568**
Total	**16,536**	**92,588**	**109,124**

Table 12: Details on Project Spending

Over the next three years the following projects have or are expected to exceed their delegated project approval level:

($thousands)	Current Estimated Total Costs	Forecast Spending to March 31, 2006	Planned Spending 2006-2007	Planned Spending 2007-2008	Planned Spending 2008-2009	Future Year's Spending Requirements
Corporate Level Services: Registration and Learner Management System						
Registration Systems Project - PPA	972		972			
Registration Systems Project - EPA	4,408			2,704	1,704	
Totals	**5,380**		**972**	**2,704**	**1,704**	

For further information on the above-mentioned projects see http://www.tbs-sct.gc.ca/est-pre/estime.asp

Table 19: Internal Audits and Evaluations

Internal Audits or Evaluations
Initiated an internal audit on procurement in November 2005 which will be mid-way through 2006/07. Corporate risk profile based on the new business model will guide the development of a new internal audit plan for the planning period.

SECTION IV – OTHER ITEMS OF INTEREST

Program Activity: Corporate Services

Effective decision making supported through integrated advice and information strategies and the provision of high quality corporate services.

Financial Resources (in $thousands):

Corporate Services	2006-2007	2007-2008	2008-2009
Corporate Management	2,209	1,685	1,632
Corporate Administration	13,232	10,094	9,774
Human Resources	2,576	1,966	1,903
Ombudsman	300	300	300
Total: Corporate Services	18,317	14,045	13,609

Corporate Services (FTEs):

2006-2007	2007-2008	2008-2009
191	192	189

To successfully position the School to deliver on the Treasury Board Policy on Learning, Training and Development, the School is strengthening corporate infrastructure and investing in its human resource capacity. These actions will help to ensure the School can design learning programs aligned with public service priorities and provide high-quality learning activities and services.

The successful implementation of systems, processes and infrastructure to support the School's operations is a focal point for Corporate Services activities. Highlighted below are the details of the results to be achieved during the planning period by Program Sub-Activity.

Corporate governance enables the School to meet its strategic objectives:

The School has a Board of Governors that is responsible for the conduct and management of the School's affairs. In 2006-07, the School is planning to revitalize the Board's role to ensure it can support the School's implementation of its Learning Strategy. A revitalized role for the Board entails: challenging the School's direction and priorities; providing a wide range of independent perspectives and expertise on the School's business; and holding the School accountable for its performance and results. To be effective, the Board will establish a regular Board meeting cycle that is in line with the government planning cycle. The School, in turn, will establish renewed planning and reporting processes that are in line with the Board's regular meeting cycle.

Effective policy & planning advice/analysis support corporate decision making process

A key focus within the planning period will be to strengthen the strategic planning function to support a renewed strategic planning framework and to coordinate the processes and reporting requirements which support the framework. The development of an integrated business planning approach is a central element of this initiative in 2006-07. Policy integration and cohesion will

be developed through internal mechanisms to ensure horizontal coordination and alignment with strategic priorities across program areas throughout the planning period. The School will also enhance its strategic capacity to meet its mandate and ensure effective corporate-level management of relations and horizontal coordination with the Minister's office and portfolio partners.

Effective communications and marketing support the School agenda

Focus on the School's communications and business marketing strategy to enhance the School's strategic capacity to meet its mandate and the management of relations with the Minister's office and the Agencies within the Minister's portfolio.

The following activities are planned for 2006-07 and ongoing:

- Develop and implement communications plan to guide information flows externally to promote increased awareness of and participation in School programs and internally to advise on corporate priorities, plans and operations; includes a new system and process for web management; and

- Integrate market, client and learner analysis (i.e. valuable knowledge on client use of programming, needs and trends) with ongoing School promotion activities to achieve greater cost-efficiency and effectiveness.

Registration and learner reporting

Implement a robust registration and integrated learner management system that supports the registration of learners, data analysis, and management reporting identified in the Policy on Learning, Training and Development:

- Provide systematic organizational monitoring and reporting on learning, training and development achievements (e.g.: learning events frequency / participation levels) and strategic business information (e.g.: Program Activity levels, client / learner participation levels;

- Provide reports to central agencies, deputy heads and School management on participation levels, learner feedback for orientation, and participation levels, learner feedback and assessment results for authority delegation, and specific training for designated functional groups and newly appointed supervisors and managers;

- Complete initial planning, in coordination with TBS, PWGSC and PSHRMAC, for an Integrated Learner Management System that will support the new business model of the School:

    - In 2006-07, complete detailed planning, including the Preliminary Project Approval (PPA) and Effective Project Approval (EPA) justification processes;

- If PPA approval is obtained, in 2007-08, procure registration & learner management system, and in 2008-09, implement the system.

Learning Evaluation & Quality Assurance

Enhance the relevance, quality and performance of the School's learning, training and leadership programs and services through a rigorous program of evaluations, performance measures and quality assessments consistent with policy and accountability requirements as well as the School's' priorities.

Activities for the planning period include

- In 2006-07, refine, update and implement Level 1 (Reaction) evaluation instruments; establish Level 2 (Learning) evaluation; and conduct initial research on Level 3 (Transfer) evaluations;

- In 2006-07, establish quality assessment standards for the School's' learning initiatives; create an inventory of School learning products which meet Public Service learning needs and quality assessment standards; and develop a strategy to evaluate department / agency learning products against the School's quality assurance standards;

- In 2006-07, initiate the design and development of performance measures for large scale learning programs and initiatives; develop a multi-year evaluation plan and initiate implementation.

Integrated Regional Services.

Focus on enhancing the presence of the School and its delivery of programming in the regions outside the National Capital Region in order to effectively support the learning needs of departments' and agencies' regional operations across the country.

In 2005-06 director positions were established and staffed in the regions to enhance the School's support for the learning needs of regional operations of departments and agencies and to oversee the delivery of the School's programming in regions outside the National Capital Region.

For all years of the planning period, this activity is responsible for the integration of the School's regional operations across the country by providing corporate direction, facilitating information flow among and between the regions and the NCR, and integrating regional perspectives into the School's corporate decisions, policies and strategies. This activity also is the interface between regional operations and the School's corporate services to ensure that the School's regional operations have the administration, facilities and IT support to provide effective delivery across the country.

High quality corporate services and advice enables the School to meet its objectives

During the planning period, Information Technology Services will continue to make significant contributions to implementing the School's new business model. The objective is seamless, responsive and timely service delivery in support of the School's management and operational objectives and in accordance with Government of Canada technical standards.

Important initiatives include

- Complete major infrastructure upgrades; implement the Information Technology-Shared Services Organization which includes server hosting, service desk and infrastructure support; select / install tools and implement staff training to support the School's Information Management Strategy; support the planning & development of the Integrated Learner Management System. (2006-07);
- Develop the Information Technology Strategy, management framework and processes to support the School's business planning; research and leverage technologies in support of the delivery of blended learning initiatives (2007-08); and
- Implement the Information Technology Strategy framework; support the implementation of the Integrated Learner Management System; continue support in the evolution of Shared Services Organization migration initiatives (2008-09).

During the planning period, the Financial Services objective is to position the School among the best administered and financially responsible organizations within government. The priorities are to implement Corporate Administrative Shared Services and to strengthen Finance / Process Management decision support capabilities and financial controls.

Important initiatives during the planning period include

- Migrate and integrate the School's financial systems to Treasury Board Secretariat / Finance by April 1, 2006;
- Support Corporate Administration from Wave 0 to Wave 1 and stabilization following implementation;
- Implement activity based costing methodologies, tools and processes to support pricing decisions in 2006-07;
- Establish Financial Management and Internal Controls implementation plan in compliance with government accountability measures and policies; implement Internal Control System and Procedures; and address and implement audit readiness recommendations in 2006-07;
- Develop requirements and implementation plan for development of enhanced business processes and tools; prepare for Office of the Auditor General audit of Financial Statements in 2007-08; and
- Begin implementation of enhanced business planning and provide further training and evolution of decision support tools in 2008-09.

Administration, contracting and assets management provide for planning and co-ordination of national and regional facility services, and the protection and safeguarding of assets in compliance with Government of Canada standards.

Important initiatives during the planning period include

- Adopt a Business Continuity Policy for the School and develop a business continuity plan to support implementation of the Policy, including establishing a steering committee and readiness team, all in 2006-07;
- Develop the National Accommodation Plan for the School, to cover forecasted accommodation needs for a five-year period in 2006-07;
- Complete training and awareness program in 2006-07 and
- Complete Access to Information and Privacy plan and training of all staff in 2006-07;

Human Resources are managed effectively and strategically in support of corporate objectives

Human Resources is a focal point for the School in the operationalization of the Policy on Learning, Training and Development and is dedicated to ensuring a smooth implementation.

Important initiatives include

- Ensure that all the School's employees acquire and maintain the knowledge, skills and competencies related to their levels and functions by successfully completing the training requirements within the timeframes outlined in the Required Policy on Learning, Training and Development on an ongoing basis;
- Develop corporate staffing plans for critical talent and corporate wide career streams including official languages and diversity considerations in 2006-07;
- Initiate a targeted staffing process to recruit a representative workforce including employment equity workforce analysis, design of processes, establishment of representation targets and ongoing consultation in late 2006-07 or early 2007-08;
- Encourage comprehensive learning plans for all employees; create a participatory and informal climate and culture at the School where employees feel included in the operations of the School and understand the Schools strategic direction; develop a climate, culture and management mind-set that supports work-life balance and wellness in 2006-07; and
- Equip HR professionals with the skills and tools to support the School efficiently and effectively on an ongoing basis.

Internal conflict resolution

- In 2006-07 provide corporate leadership in the development, direction, coordination and implementation of a CSPS framework in partnership with Human Resources.
- In 2006-07 design, develop and implement ICMS related communication strategies.
- In 2007-08 establish an ICMS working unit.

Effective legal services are delivered

As part of the Treasury Board portfolio, the School works collaboratively with the Treasury Board Portfolio Legal Counsel to ensure that quality legal services support the School's operations. The School will seek to ensure its demands are prioritized and that current and anticipated needs are reviewed regularly with the legal services unit of the portfolio.

Audits are used to improve departmental policies, programs and management

The School will develop a renewed approach to internal audit that is: compliant with the new Treasury Board policy on internal audit; consistent with its new business model; and supportive of the Board of Governor's revitalized role. This will involve, as a first step in 2006-07, development of a corporate risk profile and an associated internal audit plan. To support the development of an internal audit function, the School will continue to pursue a shared service approach with portfolio partners and other central agencies to support the development of an effective Internal Audit function within the planning period.

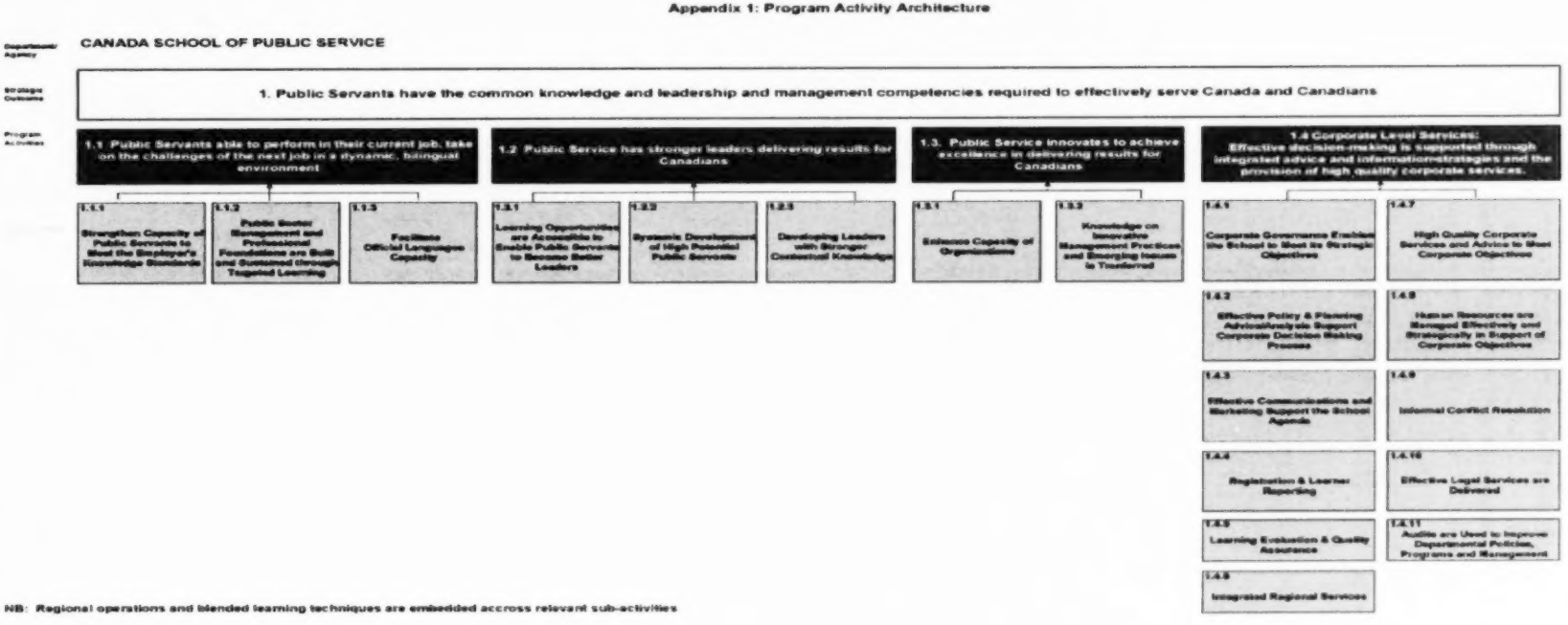
Other References:

The following provide useful links to the School's website as well as important documents/publications.

Selected Websites	
Canada School Public Service	http://www.myschool-monecole.gc.ca
Treasury Board Secretariat	http://www.tbs-sct.gc.ca
Public Service Commission	http://www.psc-cfp.gc.ca
Public Service Human Resources Management Agency	http://www.hrma-agrh.gc.ca/
Selected Documents – Building Blocks of a Modern Public Service	
Treasury Board Policy on Learning, Training and Development	http://www.tbs-sct.gc.ca/pubs_pol/hrpubs/TB_856/ltd-afp_e.asp
Values & Ethics Code	http://www.tbs-sct.gc.ca/pubs_pol/hrpubs/TB_851/vec-cve_e.asp
Action Plan for Official Languages	http://www.pco-bcp.gc.ca/aia/default.asp?Language=E&page=actionplan
Management Accountability Framework	http://www.tbs-sct.gc.ca/maf-crg/index_e.asp
Guidance for Deputy Ministers	http://www.pco-bcp.gc.ca/default.asp?Page=Publications&Language=E&doc=gdm-gsm/gdm-gsm_doc_e.htm
Public Service Modernization Act	http://www.psmod-modfp.gc.ca/initiatives/psma-lmfp_e.asp

SECTION V – APPENDICES

Appendix I: Modified Program Activity Architecture


Appendix 1: Program Activity Architecture
Departmental Agency
CANADA SCHOOL OF PUBLIC SERVICE
Strategic Outcome
1. Public Servants have the common knowledge and leadership and management competencies required to effectively serve Canada and Canadians
Program Activities
1.1 Public Servants able to perform in their current job, take on the challenges of the next job in a dynamic, bilingual environment
1.2 Public Service has stronger leaders delivering results for Canadians
1.3. Public Service innovates to achieve excellence in delivering results for Canadians
1.4 Corporate Level Services: Effective decision-making is supported through integrated advice and information strategies and the provision of high quality corporate services.
1.1.1 Strengthen Capacity of Public Servants to Meet the Employer's Knowledge Standards
1.1.2 Public Sector Management and Professional Foundations are Built and Sustained through Targeted Learning
1.1.3 Facilitate Official Languages Capacity
1.2.1 Learning Opportunities are Accessible to Enable Public Servants to Become Better Leaders
1.2.2 Dynamic Development of High Potential Public Servants
1.2.3 Developing Leaders with Stronger Contextual Knowledge
1.3.1 Enhance Capacity of Organizations
1.3.2 Knowledge on Innovative Management Practices and Emerging Issues is Transferred
1.4.1 Corporate Governance Enables the School to Meet its Strategic Objectives
1.4.7 High Quality Corporate Services and Advice to Meet Corporate Objectives
1.4.2 Effective Policy & Planning Advice/Analysis Support Corporate Decision Making Process
1.4.8 Human Resources are Managed Effectively and Strategically in Support of Corporate Objectives
1.4.3 Effective Communications and Marketing Support the School Agenda
1.4.9 Informal Conflict Resolution
1.4.4 Registration & Learner Reporting
1.4.10 Effective Legal Services are Delivered
1.4.5 Learning Evaluation & Quality Assurance
1.4.11 Audits are Used to Improve Departmental Policies, Programs and Management
1.4.6 Integrated Regional Services
NB: Regional operations and blended learning techniques are embedded accross relevant sub-activities

*This structure is proposed but at the time of writing had not been approved by Treasury Board.